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ABSTRACT

This paper describes a project designed to create a student literary magazine that would explore and compare the childhoods and the cultural rites of passage of Romanian, Bulgarian, and U.S. students. The time line for the grant project and the methodology used are also included. A materials list for English classes and history classes, assessment criteria for selection of submissions, representative lesson plans for literature and history, project information regarding goals and objectives, and a budget proposal complete the paper. (EH)

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ED 410 161

"MAKING CONNECTIONS"
AN INTERNATIONAL LITERARY PROJECT
by: Patricia L. Carbery and Sandra D. MacQuinn

Fulbright Summer Seminars Abroad Program
Bulgaria and Romania - Summer, 1996

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The evolution of this project paralleled our experience in Romania and Bulgaria this past summer. Initially, we embarked upon the seminar with plans of creating projects to bring the histories and cultures of the two countries home to our classrooms and communities. This education is paramount for the understanding of the democratic changes which continue to unfold throughout Eastern Europe.

As we lived and grew through the Fulbright exchange experience though, our ideas for a project expanded with us. Along with learning about the rich histories and cultures of these lands, we had the wonderful opportunity to meet and learn from an impressive range of educators and leaders in each country. It was out of this deep human connection that our ideas for a literary magazine project emerged. We wanted to expand our project not only to meet the educational needs of our classrooms and communities, but also to give something back to the people who had so dearly shared their lives and experiences with us. We developed plans for a joint writing project to establish cultural connections with classrooms in both countries and create an avenue for dialog and exchange of ideas in the months and years to come. We believe in the importance of an interdisciplinary approach to this literary magazine to give voice and context to the experience of young people in each country. It is with great hope and anticipation that we undertake this project.

PROJECT DESCRIPTION

This project consists of a student written and published literary magazine exploring the issues of growing up and cultural rites of passage from the perspectives of Romanian, Bulgarian, and American students. The publication will include short stories, essays, poetry, and art composed and edited by students from each country.

PURPOSE OF PROJECT

True to the mission of the Fulbright Summer Seminars Abroad Program, we believe that this project will foster an increased understanding of the peoples and cultures of Romania, Bulgaria, and the United States. As participants in the seminar this past summer, we have embarked upon this project as a logical extension of our experience, embracing our roles as educators to include our students and classrooms in this mission. We believe that the collaborative efforts necessary to teach, write, edit,

and publish the literary magazine will link the teachers and students in an ongoing educational process of creating a global classroom. It is our hope also that this collaboration will continue past the publication of the literary magazine to the exchange of ideas, methods, and systems in the years to come.

Too often, we remain unaware of the common customs, rituals, and beliefs which connect us with cultures throughout the world. Students, in particular, are unaware that although cultures differ greatly from each other, the human experience of adolescence is common ground for dialog. By analyzing adolescent rites of passage, one gains insight into the history, identity, and collective wisdom of a particular society.

In a world where multicultural communication skills and understanding are paramount for business relations and diplomacy, this project reaching across the seas to connect students to each other meets a deep educational need. The technological challenges, and aesthetic considerations will continue the discussion on technical levels, and the authentic audience that this project includes will give students the chance to receive criticism and feedback of their writing of international scope.

This project will involve students in history and english classrooms throughout the three countries. English students will explore central themes of rites of passage through poetry, short stories, essays, music, and art, identifying commonalities and differences between cultures. History students will be encouraged to look at the background and impact of particular rites of passage on society, and to draw connections between changing societies and rites of passage. It is our hope that by the end of this project, students will better understand what is collectively true about being young in the world. The finished product, including works from a variety of genres, will illuminate the common humanity and similar attitudes of young people in diverse cultural environments.

STUDENT CENTERED OBJECTIVES

1. Students will clarify the specific cultural rites of passage into adulthood that their own country offers, and identify their personal participation in these informal or formal ceremonies or rituals. They will then describe in a self selected art form their singular experience of coming of age in their national culture.
2. Students will demonstrate their ability to respond in an empathetic way to the student writing and content of another country, and define for themselves what is similar and different about adolescent rites of passage from culture to culture. The collaborative effort of expressing these ideas in writing will allow students to share their perceptions with students overseas who share a common adolescence.

3. The magazine will showcase the expertise of both Eastern European and American students to read, assess according to stated criteria, edit, desk top publish, and circulate a quality product.

PEDAGOGICAL METHODS AND TIMELINE OF PROJECT

We plan to publish the literary magazine by March 31, 1996. Once this publication is completed, we will ship the final product to the various constituencies in each country. Towards this goal, we have established the following timeline for completion of the various steps necessary for the writing and publication of the final product.

OCTOBER, 1996

1. Set up technological communications pathways -- American teachers purchase modems for home computers, join an internet access firm in their respective towns, and begin contacting each other by E-Mail to work out details of the curriculum and logistics.
2. Selection of Collaboration Team -- Bulgarian and Romanian high school educators that seemed enthusiastic about maintaining contact with the Fulbright scholars are selected. Addresses are confirmed with Fulbright commissions in both European countries, and letters are sent to invite participation in the literary project. There are seven schools under consideration at this time.

NOVEMBER, 1996

3. Selection of Materials Representative of Each Culture's Rites of Passage -- Research and study occurs in America to identify and select age appropriate literature and historical analysis on adolescence in our culture. Reproduction of these materials for student use is undertaken, and selection of certain pieces of poetry, music, film, short story, document, and essay are prepared for shipping to Eastern Europe, as examples for our European colleagues of the sort of genres open for use.

MATERIALS FOR ENGLISH CLASSES INCLUDE:

- Short Stories----- "Point of Departure", by Leland Webb
"The Man Who Was Almost a Man", by Richard Wright
"A White Herron", by Sarah Jewett
"Death by Landscape", by Margaret Atwood
Selections from "Night Lights", by Phyllis Theroux
and others
- Poetry----- "Selections from First Indian on the Moon", by Sherman Alexis
"Pain for a Daughter", by Anne Sexton
"Daddy", by Sylvia Plath
Selections from "Words of Love, A Collection of Writing Poems by
America's Young Writers", edited by Michael Blake
and others
- Films----- "The Great Santini"
"Breaking Away"
"Ordinary People"
"The War"
- Music----- "Duncan", by Paul Simon
"Father and Son", by Cat Stevens
"Let the Wind Carry Me", by Joni Mitchell
"Donald and Lydia", by John Prine
"Millworker", by James Taylor
and others
- Plays----- "A Thousand Clowns", by Herb Gardner

MATERIALS FOR HISTORY CLASSES INCLUDE:

- Essays----- "My Neighborhood", by Alfred Kazin
"The Saturday Evening Post", by Russell Baker
"The School Days of an Indian Girl", by Zitkala-Sa
"I Belong to the Working Class", by Rose Pastor Stokes
"Memories of Appalachia", by Jim Byrd et al.
"The Lowell Textile Workers", by Harriet Hanson Robinson
"Graduation", by Maya Angelou
"Order and Disorder Among Youth in the Early Republic" by
Joseph Kett
and others

Documents----- "The New England Primer". by Benjamin Harris
"Testimony on Child Labor", by Otis G. Lynch et al.
"Defending Children", by Marian Wright Edelman
and others

Films----- "Eyes on the Prize"
"Matewan"
"April Morning"
and others

4. Writing and Submitting of Grant Proposal to Spokane Funding Source --
Washington Water Power Company requesting publishing funds and coverage of
shipping costs. (see attached "Good Ideas Grant" proposal.)

DECEMBER, 1996 - JANUARY, 1997

5. Lesson Plans are finalized and conducted with students -- In each country, lessons
relating to Rites of Passage from adolescence to adulthood are taught in the
disciplines of history and literature. Students begin their processes of choosing
personal topics to submit to the magazine in some form.

6. Student responses are written or drawn and each class adjudicates its best pieces
according to the assessment criteria.

FEBRUARY, 1997

7. Student writing is sent from America to Europe, and from Europe to America
through E-Mail Internet system or FAX.

8. Classes begin editing process, reading and discussing the other culture's student
responses and assessing them. (The criteria will be addressed in a separate section.)

9. Classes return edited work to original writers, with comments and selection
recommendations for inclusion in the literary magazine. Changes and editing hone
the original pieces into final form.

MARCH, 1997

10. Patti Carbery brings all Boston, Bulgarian, and Romanian copies to Spokane
which is then typeset via Pagemaker Program on computer, at Rogers High School,
with Sandra MacQuinn.

11. Graphics and artwork are added via scanning mechanism and final layout decisions are discussed and finalized.

12. Finished product is sent to School District 81 Print Shop (see attached contract) for printing and binding.

13. Bound copies and boxed and shipped to all participating high schools for use in classrooms.

14. Continued Correspondence focuses on evaluation of the project and set-up of ongoing student and teacher connections.

ASSESSMENT CRITERIA FOR SELECTION OF SUBMISSIONS TO THE MAGAZINE

An assessment rubric will be finalized between the participating teachers both in Europe and in America. Suggested from the project designers will be:

1. Writing is culturally specific to the society experienced by the writer, and helps to explain the issues involved in growing up in that culture.
2. Writing adheres to high standards of appropriate content, grammar, and literary merit.
3. Writing is illuminating about the writer's personal experience with adolescent Rites of Passage.
4. Writing has universal appeal to youth beyond a specific culture, and seeks to aid in communicating issues of becoming an adult.

Representative Lesson Plan 1
"MAKING CONNECTIONS"--LITERATURE SECTION

OBJECTIVE: Student will understand that a "threshold" moment exists when one realizes that a time occurs in any family when the child discovers that a parent cannot fix some of the adversities of life.

Anticipatory Set -- "Have you ever been seriously hurt, a broken bone, or car accident? How about a major emotional scar? When you were hurt, to whom did you turn for comfort? did you really believe they could help you?"

The teacher asks students to close their eyes and replay the moment, paying close attention to the details--the sights and smells and sounds of the occasion.

Student Activity -- Teacher asks students to tell some of the stories about these physically or emotionally painful experiences, then reads "Pain for a Daughter" by Anne Sexton, the first time, quickly and forcefully, for effect, the second time, line by line, for understanding.

(see attached poem)

Questions for Discussion:

1. From whose point of view does the story take place?
2. Who gets hurt first in the poem? Who acts as the parent figure? Describe the duties she performs in this role, and how she feels doing them.
3. Who gets hurt next? Who acts as parent? Describe the duties she/he performs and how they feel doing them.
4. Who acts as observer in this poem?
5. What does she observe in the bathroom?
6. What does she realize has occurred?
7. What does this lead her to understand now? Who else knows the truth about it?
8. What life truth about adolescence does this poem reveal?
9. Do you notice yourself moving in this direction yet? If so, when and how? If not, what circumstances do you expect to?

PAIN FOR A DAUGHTER

by Anne Sexton

Blind with love, my daughter
has cried nightly for horses,
those long-necked marchers and churners
that she has mastered, any and all,
reigning them in like a circus hand--
the excitable muscles and the ripe neck;
tending theis summer, a pony and a foal.
She who is too squeamish to pull
a thorn from the dog's paw,
watched her pony blossom with distemper,
the underside of the jaw swelling
like an enormous grape.
Gritting her teeth with love,
she drained the boil and scoured it
with hydrogen peroxide until pus
ran like milk on the barn floor.

Blind with loss all winter,
in dungrees, a ski jacket and a hard hat,
she visits the neighbor's stable,
our acreage not zoned for barns,
they who own the flaming horses
and the swan-whipped thoroughbred
that she tugs at and cajoles,
thinking it will burn like a furnace
under her small hipped English seat.

Blind with pain she limps home.
The thoroughbred has stood on her foot,
He rested there like a building.
He grew into her foot until they were one.
The marks of the horseshoe printed
into her flesh, the tips of her toes
ripped off like pieces of leather,
three toenails swirled like shells
and left to float in blood in her riding boot.

Blind with fear, she sits on the toilet,
her foot balanced over the washbasin,
her father, hydrogen peroxide in hand,
performing the rites of the cleansing.
She bites on a towel, sucked in breath,
sucked in and arched against the pain,
her eyes glancing off me where
I stand at the door, eyes locked
on the ceiling, eyes of a stranger,
and then she cries. . .
Oh my God, help me!
Where a child would have cried *Mama!*
Where a child would have believed *Mama!*
she bit the towel and called on God
and I saw her life stretch out. . .
I saw her torn in childbirth,
and I saw her, at that moment,
in her own death and I knew that she
knew.

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Representative Lesson 2
"MAKING CONNECTIONS" -- LITERATURE SECTION

OBJECTIVE: Students will compare and contrast the "threshold moment" of becoming an adult as it is portrayed in both Eastern European culture and American culture. (This moment is essential to the rite of passage.)

Anticipatory Set: Show the clip from the "Great Santini" where Ben discovers he's free of his father's influence.

Student Activities: Read Bulgarian/ Romanian literature and

1. find the "threshold moment"
2. fill out the Venn Diagram (see attached)

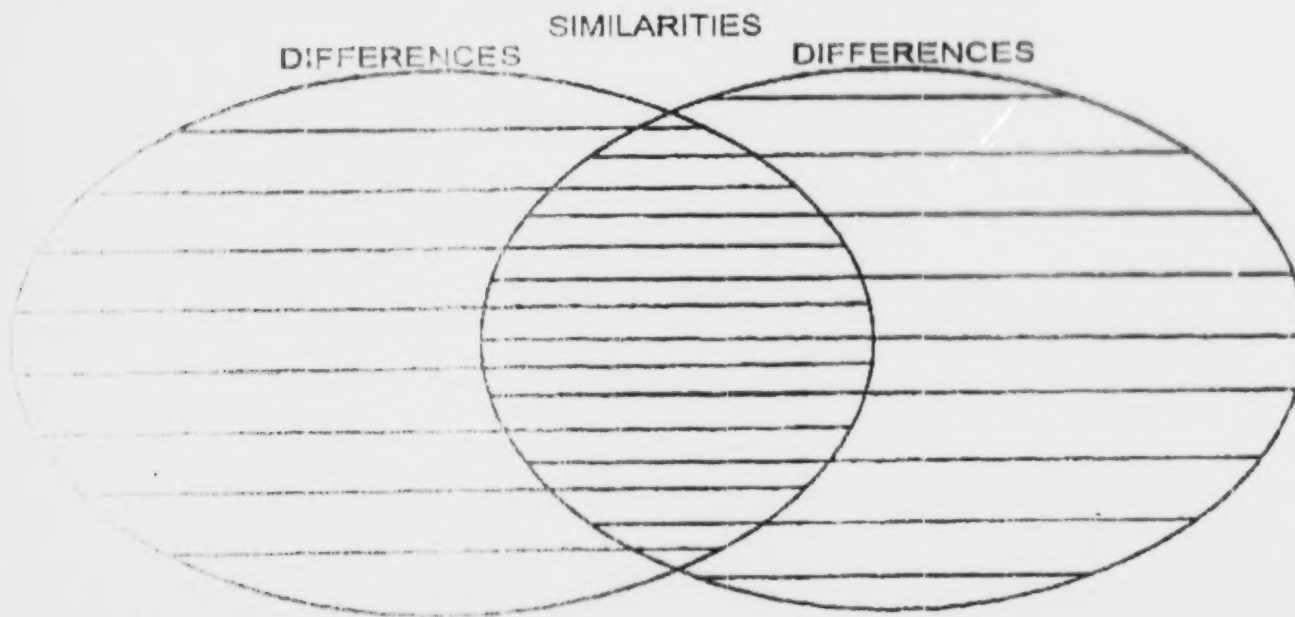
Question for Journal:

What seems to be true across cultures about the "rules" for the process of gaining emotional independence from parents. Make a list of these "rules" and either type in 14 pt. Zapf Chancery, or write in Calligraphy. Present to class.

VENN DIAGRAM

Anne Sexton's "Pain for
a Daughter"

Eastern European Poem



IN WHAT WAY DO THESE TWO PIECES OF LITERATURE ABOUT ADOLESCENCE
SHOW YOU THAT IT IS A UNIVERSAL TIME OF LIFE? IN WHAT WAYS ARE THE RITES
OF PASSAGE SPECIFIC TO THE CULTURE OF THE YOUNG PERSON IN THE PIECE?

Representative Lesson 3

"MAKING CONNECTIONS" -- HISTORY SECTION

OBJECTIVES: Students will identify episodes in history when young people took a public stand and made a difference in society. Students will compare and contrast examples in American history with those in the histories of Romania and Bulgaria.

Anticipatory Set: The teacher asks students to think of examples in their lives when they have taken a public stand on an issue. Students should consider the reasons behind why they took action, such as fighting against injustice or arguing for social change. The outcome of these particular examples are discussed as well.

Student Activities:

1. The class views sections of the films, "Matewan" and "Eyes on the Prize," illustrating specific examples in American history where young people took an active stand against injustice in society.
2. Students review the context and specific histories surrounding these particular films to understand the challenges and odds against such public action in these cases.
3. Students read or view specific examples in the histories of Bulgaria and Romania where young people made a difference in society. In this step, students should examine the historical context surrounding these particular examples.
4. Students discuss and write in journals about the connections between public action and growing up throughout history and modern society.

Representative Lesson 4
"MAKING CONNECTIONS" - HISTORY SECTION

OBJECTIVES:

Students will identify adolescent rites of passage throughout various cultural groups in American society. They will then compare and contrast them to specific rites of passage in Romanian and Bulgarian adolescent cultures.

Anticipatory Set: Students should view the book, The Circle of Life: Rituals From the Human Family Album, as an introduction to both the definition of rights of passage and specific examples of these from cultures around the world. The teacher then asks students to brainstorm a list of rites of passage in American adolescent society.

Student Activities:

1. Students should share their lists with the class, exploring the common thread of American adolescent rites of passage.
2. Students read essays about rites of passage in various cultural groups such as: "Memories of Appalachia", "The School Days of an Indian Girl", and "My Neighborhood".
3. Students list and discuss the various examples of rites of passage in these essays.
4. Students compare and contrast their examples of American rites with those from Bulgarian and Romanian pieces of literature. The discussion should highlight the number of different rites not only between countries but also within cultural groups themselves.



Washington Water Power

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PROJECT COVER SHEET

Grant Number

Date Received

Notified

APPLICANT INFORMATION -- PLEASE TYPE

Team leader 1: (First and last name) Sandra Dylen MacQuinn

Team member 2: (First and last name) Patricia Louise Carbery (The Rivers School; Boston, MA)

Team member 3: (First and last name) _____

School name Rogers High School

Address 1622 E. Wellesley City Spokane State WA Zip 99207

District 81 Principal Wallace Williams

Phone (509) 353-4540

☒ Public

☐ Private

☐ Elementary

☐ Middle

☒ Senior

☐ Special Ed.

Team leader information:

Home Address 3218 W. 4th City Spokane State WA Zip 99204

Home Phone (509) 624-8325

PROJECT INFORMATION

Project title "Making Connections," An International Literary Grade level's 7-12 Project

No. of students to participate 260 No. of classes to participate 7

Subject areas English and History in 2 American schools, and 5 European schools

No. of students in school 1000 Project start date Sept. 96 Project completion date March 97

Project summary (limit 50 words) The project connects students of Rogers and those in Boston, with secondary students in Romania and Bulgaria to produce, through similarly taught English and History lesson plans a literary magazine on the universal theme of Adolescent Rites of Passage; entirely written, edited and published by the collaboration of these students.

BUDGET SUMMARY

Total funds requested from WWP \$856.00 Total matching funds \$4529.70

I/We hereby apply for a Good Ideas Grant from Washington Water Power. I/We agree to begin implementation by Spring, 1997 and complete a follow-up report, which may be made available to other educators, upon request.

Applicant 1: Sandra Dylen MacQuinn

Applicant 2: Patricia Carbery

Applicant 3: _____

I have been notified of this application.

Will

Principal

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Good Ideas Grant "MAKING CONNECTIONS, An International Literary Project

PROJECT INFORMATION

Part 1

PROJECT GOALS AND OBJECTIVES:

1. A. The proposed project is a student written and published literary magazine exploring the issue of growing up and "Rites of Passage" from the perspective of Romanian, Bulgarian and American high schools. Students around the world are often unaware that although cultures differ greatly from each other, the human experience of adolescence is common ground for dialog. (This is especially true in Northeast Spokane, where poverty makes travel and cultural exchange nearly impossible.) In a world where multicultural communication skills and understanding are paramount for business relations, peace, and diplomacy, this project reaching across the seas to connect students to each other meets a deep educational need. The technological challenges, and aesthetic considerations will continue the discussion on technical levels, and the authentic audience that this project includes will give students the chance to receive criticism and feedback on their writing of international scope. The ultimate goal is a quality product of international student work on adolescent issues of facing the adult world that will be a demonstration of empathy, multicultural awareness and literary merit, to be circulated with high schools in three countries.

1. B. The students will show their ability to respond in an empathetic literary way to the student work and content of another culture. They will show their technical skills by accurately proofreading, editing and publishing a literary magazine and circulating a quality printed product for public scrutiny. The finished product will illuminate the common humanity and similar attitudes of teenagers in diverse cultural environments.

2. The magazine will demonstrate the expertise of both Eastern European and American students to read, edit, desk top publish, and relate positively to the written experiences of teenagers in another culture. The Romanian and Bulgarian educators and the Boston teacher and myself believe strongly that this international collaboration will have long lasting effects on the students who contribute to this many faceted effort.

3. Rubrics for assessing the quality of the written project will be produced by the American and European educators, and used in all three countries by students to decide which pieces should be the ones chosen for publication. Qualitative survey questionnaires before and after the project will show that students learned to understand the similarities and differences between cultures as they relate to adolescence. The finished product will concretely demonstrate these learnings.

PROJECT DESCRIPTION/ACTIVITIES

Part 2

1. Our students will be taught parallel lesson plans using literature and historical work on the subject of adolescent rites of passage from their own and another culture sent over E-mail, fax, and surface mail. (Videos, audio tapes, poetry, short stories, etc.) Their written responses will be exchanged with European students over Internet, where they will be read, evaluated, and edited. When they are sent back, they will be combined with work from other students of both cultures and desk top published using Pagemaker program, and then printed and circulated to all participating schools.

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Page 2--"MAKING CONNECTIONS"

2. The end result of the collaboration will be a journal/magazine designed, and produced by the participating students in three countries. It will be available for classroom use, and a copy made for each student who contributes written work, or layout effort. Lesson plans developed by an international team of teachers will elicit these student responses and will be shared through the Fulbright Teacher Exchange Program with interested educators across America. The E-mail account will stay in effect and can be used by the students for future correspondence with friends made across the sea.

3. Many students in America and across the world never have the chance to travel abroad, meet people who are growing up in another kind of country and culture, or even converse with people unlike themselves. This project, building on new technologies and the international friendships and contacts created by the American teacher's Fulbright Scholar visit to Romania and Bulgaria in the summer of 1996 will open the barriers of this provincial deficiency in education, and allow students to express themselves on a topic of universal interest. It will be the first international collaborative project between the U.S. and these two emerging democratic countries, who are struggling to enter the world community after fifty years of debilitating Communist dictatorships. It fosters understanding about diversity while opening dialog about what teenagers in every part of the global community have in common.

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Budget Proposal for " MAKING CONNECTIONS".....\$856.50

Partial Purchase of Teaching Materials, Video Rentals,
Blank VHS Tapes, Audio Tapes, and
Books.....\$50.00

Shipping/Mailing of Teaching Materials to Eastern Europe
@ 5 lbs per school.....\$36.25

Printing of 40 page booklet by School District 81 Print Shop
@ 300 copies
4 ounces each
back to back printing
60 lb paper cover
folded, 2 staples, and collating.....\$450.00

Shipping and Mailing to Bulgaria
by Customs "M-Bag" 65 lbs @ \$1.45 a pound
sent surface mail\$104.25

Shipping and Mailing to Romania
by Customs "M-Bag" 65 lbs @ \$1.45 a pound
sent surface mail\$104.25

Shipping and Mailing to Boston
by parcel post/3rd class 65 lbs.....\$36.75

Long distance phone bill for 3 months.....\$75.00

In Kind Funds and Donations for the Project.....\$4,529.70

Fulbright Scholarship airfare to Bulgaria and Romania
from the U.S. Department of Education.....\$3,000.00

Pagemaker Desk Top Publishing Site License
from Rogers High School.....\$400.00

Airfare from Boston to Spokane in March for one teacher
to desk top publish the book box and ship overseas
from Patricia Carbery\$470.00

Books and Materials for the teaching of the lesson plans
from Sandra MacQuinn and Patricia Carbery.....\$220.00

E-mail address rental from FutureLink
for 6 months @ \$14.95 a month.....\$89.70

Purchase of modems by both American teachers.....\$350.00

Time of 9 teachers in three countries..... it's priceless!!!

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